

(May to July, 1922.
September to December, 1922, in the Dominions.)

Parents' National Educational Union.

The Parents' Union School.

(Address : HOUSE OF EDUCATION, AMBLESIDE.)

Motto : " I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET).

FORM IV.

PUPILS' NAMES.....

Bible Lessons.

In all cases the Bible text (as given in book used) must be read and narrated first.

Old Testament History,* by T. M. Hardwick and H. Costley-White (Murray, 3/6), Vol. III., pp. 115-176.

(a) *S.P.C.K. Bible Atlas** (1/-). (b) *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-). (c) *The Universal Bible Dictionary* (R.T.S., 7/6), may be used for all names of persons and places. (d)

The Saviour of the World, Vol. V. (P.N.E.U. Office, 3/-), pp. 123-192.

(e) *The Acts*,* by E. M. Knox, pp. 267-324 (Macmillan, 3/6). (f) *The Prayer Book in the Church*, by the Rev. W. H. Campbell (Longmans, 3/-), pp. 1-14, with lesson on *The Trinity*.

For Sunday reading (optional) :

The Quest of Nations, by T. R. W. Lunt (U.C.M.E., 2/6), pp. 61-119. *The Story of S. Paul's Life and Letters*, by J. Paterson Smyth (Sampson Low, 5/-), pp. 76-162. *The Spanish Brothers* (Nelson, 3/-), or, *Lysbeth*, by Rider Haggard (Longmans, 6/-).

For private daily Bible reading, *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6). For New Testament, a Gospel in suitable portions. (b) *A Boy's Book of Prayer*, by A. Devine (Methuen, 2/-).

Sunday Occupations : A Book of Centuries. Choose and write mottoes in beautiful lettering.

† The 93rd term of work set since the Parents' Union School began.

Writing.

Choose and transcribe passages from Shakespeare's *Midsummer Night's Dream*, and the other books set, in *A New Handwriting for Teachers*, by M. M. Bridges (P.N.E.U. Office, 5d. a card); work from card 6.

Dictation (*A New Handwriting* to be used).

Two or three pages or a passage to be prepared first from a newspaper; or, from the prose and poetry set for reading; a paragraph to be then dictated or to be occasionally written from memory.

Composition.

(See Meiklejohn, 176-183.)

Read on Tuesdays some subject in "Literature," or, on the news of the week, or, on some historical or allegorical subject, etc. Write on Thursdays a *résumé*. Verses (note metre of poems set for this term), on current events and on characters in the term's reading, upon historical characters, or, on Spring scenes. Letters on family events and general news to friends.

English Grammar.

Parse and analyse from books read, making progress each term. Meiklejohn's *A New Grammar of the English Tongue** (4/-), pp. 132-142; 175-185.

Literature (including holiday and evening reading).

The History of English Literature for Boys and Girls,* by H. E. Marshall (Jack, 10/6), pp. 254-355. (a) Shakespeare's *Midsummer Night's Dream** (Blackie, Plaintext, 7d.). Scott's *Kenilworth** (Collins, 2/-). Bacon's *Essays* (Blackie, 1/-). Spenser's *Fairie Queen*, Book I., Canto I. (Oxford Press, 10d.). Palgrave's *Golden Treasury** (Oxford Press, 2/6): Elizabethan Poets. *Poems of To-Day** (Sidgwick & Jackson, 3/6).

English History.

Make a chart of the 16th Century (1500-1600), (see reprint from *P.R.*, July, 1910, 3d.). Read the daily news and keep a calendar of events. Gardiner's *History of England** (Longmans, 6/6), Vol. II., pp. 428-501 (1558-1625). *A History of Everyday Things in England*, by H. & C. Quennell (Batsford, 3/-), Part IV., may be used for period.

General History.

Medieval and Modern Times,* by T. R. Robinson (Ginn & Co., 10/6), pp. 331-351 (1558-1625). *The Spanish Armada* (Blackie, 6d.). *Ancient Times: A History of the Early World*,* by J. H. Breasted (Ginn, 10/6), pp. 74-139 (omit questions). Continue a Book of Centuries* (P.N.E.U. Office, 2/6), putting in illustrations from all history studied. *The Story of the Great War*, by D. A. Mackenzie (Blackie, 6/-), pp. 108-151 (optional).

Citizenship.

Ourselves,* Book I. (Kegan Paul, 4/6), pp. 187-210. North's *Plutarch's Lives*, edited by P. Giles (University Press, 3/6): *Tiberius and Caius Gracchi*. *A Pronouncing Dictionary of Mythology and Antiquities** (Walker, 1/6), quite necessary. *Citizenship*,* by E. R. Worts (Hodder & Stoughton, 4/6), pp. 48-90 (narration instead of questions).

Geography.

The Ambleside Geography Books, Book V.* (5/), pp. 1-62. *Our Guardian Fleets in 1805*,* by H. W. Household (Macmillan, 3/-), pp. 31-65. *Eothen*, by Kinglake (Dent, 2/6), (optional).

Know something about foreign places coming into notice in the current newspapers. Ten minutes' exercise on the map of Europe every week. Philip's *Atlas of Comparative Geography* (new edition, 3/6), may be used. See also tests under "Scouting."

Teacher to use *The Treaty Settlement of Europe*, by H. T. Fleure (for new frontiers), (Oxford Press, 2/6). Map questions to be answered from map and names put into blank map (from memory) before each lesson. Teacher may find useful *Out-Door Geography*, by H. Hatch (Blackie, 3/-).

Natural History and Botany.

Winners in Life's Race,* by Mrs. Fisher (Macmillan, 6/-), pp. 314-353 (out of print), or, *Every Boy's Book of Geology*, by Trueman and Westell (R.T.S., 6/-), pp. 15-36. *Elementary Studies in Plant Life*,* by F. E. Fritsch (Bell, 3/6), pp. 91-96, 102-124, 181-187. Keep a Nature Note-Book (P.N.E.U. Office, interleaved, 2/6), with flower and bird lists, and make daily notes. For out-door work take some special study, from Furneaux's *A Nature Study Guide* (Longmans, 6/6). *The Changing Year*, by F. M. Haines (Wadsworth, 3/-), or, *Countryside Rambles*, by W. S. Furneaux (Philip, 2/6): April to July.

General Science.

First Year of Scientific Knowledge,* by Paul Bert (Relfe, 3/-), pp. 234-278. *Some Wonders of Matter*,* by Bishop Mercer (S.P.C.K., 5/-), pp. 34-63.

Hygiene and Physiology, Domestic Economy.

A Health Reader,* by W. H. Abrahall (Cassell, 3/-), pp. 55-109.

Arithmetic.

Pendlebury's *New Shilling Arithmetic*,* pp. 124-131 (Bell, 2/3). Revise back work; examples may be taken from Pendlebury's *New Concrete Arithmetic*, Book V. (Bell, 5d.).

Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 3/3).

Geometry.
A School Geometry,* by H. Hall and F. Stevens (Macmillan, Parts i.-iv., 3/6), pp. 96-97, 99-101, 104-109, and revise 35-68, doing more exercises. *The School Set of Mathematical Instruments* (Macmillan, 2/-).

Algebra.
A School Algebra,* by H. S. S. Hall, Part I. (Macmillan, 3/6), pp. 1-4, 6, 7, 13-19, 23, or continue.

German.
Siepmann's *Primary German Course*,* by O. Siepmann (Macmillan, 5/-), Lessons 26-29 inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested,

or, preferably, **Italian.**
Perini's *Italian Conversation Grammar** (Hachette, 6/6), Exercises 11-15, or, better, *A New Italian Grammar*, by E. Grillo (Blackie, 6/-), pp. 1-12, 175-180.

Latin.
Limen,* Part I. (Murray, 2/6), pages 1-44, with corresponding exercises.

French.
Primary French Course,* Part II., by O. Siepmann (Macmillan, 3/-), Lessons 26-30 inclusive, with grammar and exercises. Teacher study preface. Read and narrate Molière's *Le Bourgeois Gentilhomme* (Blackie, 1/-). Read several poems and learn one from *Longer Poems for Recitation* (Blackie, 6d.).

Drawing.
The Fésale Club Papers,* by W. G. Collingwood (see current P.R.). Studies of trees, Illustrations of scenes from Literature. Study, describe (and draw from memory details of) six reproductions* of pictures by Corot (P.N.E.U. Office, 2/- the set). See the special notes in the *Parents' Review*, April, 1922. Paintbox with specially chosen paints and brush (P.N.E.U. Office, 5/-).

Recitations.
Learn two suitable passages of 20 verses each from chapters in Bible Lessons. Two hymns. Psalms 150, 72. Two poems from *Poems of To-Day*, or, a scene from *A Midsummer Night's Dream*.

Reading (including holiday and evening reading).
Books set under Literature, History, Geography, Recitations should afford exercise in careful reading and in composition. Poetry should be read daily. *The Odysseys of Homer*, Chapman's Translation (Simpkin Marshall, 3/6), Books 5-8 inclusive (to be read by teacher, with omissions).

Musical Appreciation.

See Programme of Music (Grieg), *Parents' Review*, April, 1922: *Our Work*. *The Listener's Guide to Music*, by P. Scholes (Oxford Press, 4/-), may be used.

Singing. See Programme of Music.

Three French songs, *French Songs with Music* (Blackie, 7d.). Three German songs, *Deutscher Liedergarten* (Curwen & Son, 2/6, or, without accompaniments, 6d.). Three English songs, from *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 1/9 each,* complete with music 6/-). *Ten Minutes' Lessons in Sight-Singing* (Curwen, 2/6). *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 27-32 (Curwen & Son, 2/6).

Drill, etc. (Choose new work.)

Ball Games and Breathing Exercises, by Alice R. James (Longmans, 1/9). For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *Peasant Dances and Songs in Many Lands* (Evans, 7/6). The Board of Education's *Syllabus of Physical Exercises* (Eyre & Spottiswoode, 1/6), tables 37-40. Ex-Students, House of Education Drills. *How to Teach Dances* (Evans, 4/6). Tennis.

Work.

Do some definite house or garden work. *Claymodelling*, by H. Unwin (Longmans, 4/6). *Heaton's Cardboard Modelling* (Newman, 6/-): make six models. (Materials from Arnold & Son, Butterley Street, Hunslet, Leeds.) *Simple Garments for Children*, by Synge (Longmans, 7/6). *Constructive and Decorative Stitchery*, by L. G. Foster (3/6): design and make a garment. Darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Teacher will find useful *What shall we make?* by M. La Trobe Foster (C.M.S., 1/-). See also (unless working as Girl Guides) tests under *Scouting* (*Parents' Review*, May, 1920): all girls should take the First Aid (No. 10) and Housecraft (No. 7) Tests. Make a garment for the "Save the Children Fund"; for particulars apply to 29 Golden Square, Regent Street, W. 1.

N.B. 1.—Each pupil should have a copy of all books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient.

N.B. 2.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/- (P.N.E.U. Office). In home schoolrooms, Forms III. and IV. may work together in all history subjects (including Scripture).

N.B. 3.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 6d. each, and Cambridge paper for the Examination 1/6 for 4 quires (*not less*); envelopes to match 1/6 a packet. Also the School Badge (4/6), School Hat Band (2/6), and Ribbon 2/3 a yard. Badges stencilled in washing colours on pale blue linen may also be obtained, 4½d. unmounted, 6d. mounted.

N.B. 4.—Members are particularly asked to follow the notes under *Our Work* in the *Parents' Review*.

N.B. 5.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Secretary, House of Education, Ambleside.

N.B. 6.—All letters *re* School and Programmes, except book orders, should be sent to Ambleside. The enclosed Order Form for books should be used. Members are asked to send the School Fee direct to Ambleside. P.N.E.U. subscription, money for books, etc., should be sent to the London Office.

N.B. 7.—There is an Association of Old Pupils of the P.U.S. A course of reading is provided. For particulars apply to Miss P. N. Bowser, c/o P.N.E.U. Office.

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FORM IV.

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Bible Lessons.

- I. 1. Describe the overthrow of the Philistine power and the acts of certain nameless heroes.
2. Give a sketch of David's Psalm of Thanksgiving when his troubles were over, *or*, of his "last words."
- II. 1. What do you know of the Church at Corinth and the Epistles to the Corinthians?
2. What was the condition of the Church at Ephesus? Sketch the Epistle.
3. Comment on (a), "Before Abraham was I am," (b), "Did this man sin?" (c), "What is truth?"

Writing.

Write ten lines of poetry from memory.

Dictation (unprepared).

A Midsummer Night's Dream, Act III., Scene I., "And through this distemperature . . . original."

Composition.

Write something for the P.U.S. Magazine and send, if good enough, to Miss N. Pott, c/o P.N.E.U. Office.

1. An essay on,—(a), The last ascent of Mount Everest, *or*, (b), The Prince of Wales' last mission, *or*, (c), a concise sketch of "A Midsummer Night's Dream."
2. Some lines on,—(a), a group of trees as seen by a painter, *or*, (b), Ulysses, *or*, (c), signs of the times.

English Grammar.

1. Analyse, parsing the words in italics,—
"I *shot* an arrow *into* the air —
It fell to earth, I knew *not where* ;
For, so swiftly it *flew*, the *sight*
Could not follow it in its flight."
2. Write a list of Latin suffixes for adjectives. Show the force of half-a-dozen.
3. What do you understand by style in composition? Give three rules. In which do young people most frequently fail?

Literature.

1. What do you know about "Atlantis"? Write, in Bacon's style, an essay of his.
2. What was Spenser's plan for "The Fairie Queene"? Describe his stanza. Write the story of "The Fairie Queene," Book I., Canto I.
3. Write a scene which has struck you from "Kenilworth."
4. Name some poets of to-day with the poems you know.

English History.

1. Give some account of the religious difficulties which disturbed Elizabeth's reign. Name the principal persons concerned.
2. Name a dozen famous men of the days of "Great Elizabeth." Give an account of three of them.

General History.

1. Give some account of the Wars of Religion in the Netherlands, with dates.
2. Give some account, with a map, of Egyptian Thebes. What do you know of the higher life of the Egyptian Empire?
3. A ballad on "The Lost Fight of the Revenge."

Citizenship.

1. "He is a boy of good principles." What do you understand by principles?
2. "He did excel all the young men of his time." Who was he? Show how he excelled, and describe the meeting with the Numantines.
3. Explain fully what is meant by the electorate. Show that the parliamentary vote is a right and a duty.

Geography.

1. Write a short sketch of Central Asia, with map.
2. Compare Palestine with the Yorkshire moors. Describe the valley of the Jordan.
3. "There is but one Nelson." Illustrate by half-a-dozen instances.
4. What is said in "Eöthen" of the Church of the Holy Sepulchre?

Natural History.

1. What do you know of (a), the manatee, (b), the whale-bone whale (sketch of skeleton), (c), porpoises and dolphins?
- or, 1. Describe (a), quartz crystals, (b), felspar, (c), mica, (d), hornblende. In what rock do these occur?
2. What do you know of insectivorous plants? Name those you know.
3. What circumstances strike you in a walk in summer?

General Science.

1. What do you understand by,—(a), electrical attraction, (b), repulsion, (c), conductors, (d), insulators, (e), methods of obtaining electricity?
2. Prove that "you never see matter itself," and show how sight gives us knowledge.

Hygiene and Physiology.

1. Describe the structure of the human ear.

Picture Talk.

Describe Corot's "Evening on the Lake," with a rough sketch of the composition.

Arithmetic.

1. Find the simple interest on £525 for 5 years at $3\frac{1}{2}\%$.
2. In what time will £540 amount to £712 16s. at 4% ?
3. Find the amount and increase of £625 10s. at 5% in 2 years.

Geometry.

1. Parallelograms on the same base and between the same parallels are equal in area.
2. Prove that a parallelogram is divided by its four diagonals into four triangles of equal area.
3. If a straight line cuts two other straight lines so as to make the alternate angles equal, then the two straight lines are parallel.

Algebra.

1. What do you understand by the power of a number? Give examples. Distinguish between $3a$ and a^3 .
2. Find the value of,— $9a^2 + 11a^2 + 3a^2 - 4a^2$.
3. If $a=5$, $b=1$, $c=6$ $x=4$, find the value of,— $\frac{7}{15}acx$, $\frac{x^5}{64}$, $\frac{3}{8}x^3$
4. Find two numbers differing by 57 so that one is 20 times the other.

German.

1. Write the story of "Kohl, Wolf und Ziege."
2. Use, in sentences, the following verbs, with prefixes (a), separable, (b), inseparable,—*durchfahren, umgehen, unterhalten, übersetzen, übertreten*.
3. Use, in sentences, the Third Person Singular of the Present and Imperfect Indicative of *können, dürfen, mögen, sollen, wollen*.

Italian.

1. Translate into Italian Exercise 13, page 41.
2. Translate in three different ways,—Give it to me. Send it to him.
3. Give examples to show the use of *ci, vi, ne*.
- or, 1. Translate into Italian page 178, Exercise 2, 1-11.
2. Give rules, with examples, for the use of the Definite Article.
3. Translate,—A hundred francs. I am an Italian. Wine costs two francs a bottle. She is a good princess.

Latin.

1. Translate into English and retranslate into Latin Exercise XVII, "*Hodie . . . habetis*."
2. Work Exercise XIX., (a), page 35.
3. Translate into Latin, (a), I dare to say, (b), I see him come, (c). Does he hear you? (d), Who comes?

French.

1. Describe, in French, (a), a scene from "*Le Bourgeois Gentilhomme*, or, (b), "*Les Vendanges*."
2. Translate Exercise 30, 1-15, page 180.
3. Use, in sentences, the Third Person Singular of the Present Imperfect and Past Definite of *commencer*, *se venger*, *y renoncer*, *le décourager*, *menacer*.

Drawing.

1. An original illustration from "The Fairie Queene."
2. A tree study.
3. A hedgerow study.

Musical Appreciation.

1. Give an account of the meeting between Grieg and Liszt, or, enumerate shortly any mannerisms which you may have observed in Grieg's music.
2. Write three lines on any *five* of the following:—Ole Bull, Vinge, Trolldhaugen, Peer Gynt, Alexander Grieg, Ludwig Holberg, Niels Gade.

Recitations.

Father to choose two Bible passages of ten verses each, a poem, and a scene from Shakespeare.

Reading.

Father to choose a poem and a leading article from a newspaper.

Music.

Examine in work done.

Singing.

Father to choose an English, a French, and a German song, and three exercises.

Drill.

Report progress.

Work.

Outside friend to examine, but list of handicrafts completed to appear in *Parents' Report*.

Summer Examination.—Parents and teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. The examination is optional. Summer Reports (*only*) to be posted to the Secretary, House of Education, Ambleside, either before July 30th or after September 15th.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects. Names, *in full*, ages and classes to appear on the Reports. Schools and Classes should state the number of children working in each Form.

For scale of marks to be followed in all subjects see head of Report Forms.